Self-and Peer-Observational Assessment Tool for: Continuum of Responses to Inappropriate Behaviour

Assessment Type (circle):   Self-Assess   or   Direct Observation   **Schedule** (circle):   Baseline   or   Follow-up

School: _____   Date: _____

Time: _____   Rm: _____   Grade: _____   Subject: _____

Teacher: _____

Yes = 2	Somewhat = 1	No = 0
☐ Disruptions do not take place during observation.	☐ Some disruption(s) take place, but other peers are not impacted.	☐ Disruptions take place impacting the ability of peers to learn.
☐ Teacher uses continuum (a minimum of 3 strategies observed) to respond to inappropriate behaviour.	☐ 1-2 strategies used other than general correction.	☐ No strategies used, or strategies used are not recommended and/or supported. (e.g. shouting, response cost, etc.)
☐ Inappropriate behaviour is addressed in a calm, consistent, brief, immediate, and respectful manner.	☐ Some inappropriate behaviour is not addressed in a calm, consistent, brief, immediate, and/or respectful manner.	☐ Most of the inappropriate behaviour is not addressed in a calm, consistent, brief, immediate, and/or respectful manner, or No behaviours are corrected.
☐ When using error correction, the following five steps are observed: 1. Respectfully address student. 2. Describe inappropriate behaviour. 3. Describe expected behaviour. 4. Link to rule/expectation on Matrix. 5. Redirect back to appropriate behaviour.	☐ 3 or 4 out of the 5 steps observed during error correction.	☐ Error Correction is not used.
☐ Teacher follows error correction with SPF as soon as student displays appropriate behaviour.	☐ Teacher delivers SPF at least 50% of the time in response to student displaying appropriate behaviour after having received an error correction.	☐ Teacher does not use SPF to reinforce student after receiving error correction, or There is evidence of a response cost system in the classroom (clothespin, flip cards, etc.), or no behaviours were corrected.

POSITIVE PRACTICES CLASSROOM MANAGEMENT

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Data Tool for Behaviour Specific Praise and Continuum of Strategies to Respond to Inappropriate Behaviours. Observe and monitor during a 10-20 minute period and during predictable problematic times.

Start Time: _____   End Time: _____

Observation Data for Praise and Corrections:	Tally	Total Count
General Praise for Behaviour (great job; thumbs up; good work etc.)		
Specific Positive Feedback for Behaviour (identify the student or group, name the behaviour, name the expectation met)		
Corrections to Inappropriate Behaviour (verbal, redirect, prompt, gesture, proximity control, etc.)		
Specific Correction to Inappropriate Behaviour (identify student or group, name the behavior or expectation not met, name the behavior expected)		
Final Ratio of Praise to Corrections:		

Response Strategies Used:

☐ Planned Ignoring

☐ Praise the Appropriate

☐ Behaviour in Others

☐ Re-teach

☐ Provide Choice

☐ Direct Eye Contact

☐ Redirect

☐ Specific Error Correction

☐ Conference with Student

☐ Praise Approximations

☐ Regulate, Relate, Reason

☐ Physical Proximity

☐ Differential Reinforcement

☐ Signal/Non-Verbal Cue

☐ Other:

Notes: